



Year 4 Autumn 2 Half termly Curriculum Coverage

Subject

Objectives

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Science

Compare and group materials together, according to whether they are solids, liquids or gases
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus)
Set up simple practical enquiries, comparative and fair tests (Year 4 focus)
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus)
Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus)
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus)
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus)
Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus)
Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus)

D.T.

Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience
Create designs using exploded diagrams
Use techniques which require more accuracy to cut, shape, join and finish his/her work eg. Cutting internal shapes, slots in frameworks
Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them
Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.



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Computing

The child can design and write a **program** using a **block language** to a given brief, including simple interaction.
The child can develop their own **simulation** of a simple physical system on screen.
The child can work with others to plan a project.
The child can use **sequence** and **repetition** in **programs**.
The child can write a **program** that accepts keyboard **input** and produces on-screen **output**.
The child can explain an **algorithm** using **sequence** and **repetition** in their own words.
The child can use logical reasoning to detect and correct errors in programs.
The child can design and create content on a computer in response to a given goal.
The child can collect and present **data**.

RE

Pupils can describe their own responses to the concept
Pupils can describe examples of how their responses are, or can be, applied in their own lives and the lives of others
Pupils can describe how these concepts are contextualised within some of the beliefs and practices of the religion studied
Pupils can evaluate the concepts by describing their value to believers and by identifying and describing an issue raised

Music

Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression
Listen with attention to detail and recall sounds with increasing aural memory

History

At the end of Year 4 children will be able to place some historical periods in a chronological framework and use historic terms related to the period of study
In Year 4 children are able to use sources of information in ways that go beyond simple observations to answer questions about the past. They will be able to understand that sources can contradict each other and that some are more useful than others.
They can communicate their learning in an organised and structured way, using appropriate terminology and use a variety of resources to find out about aspects of life in the past

PSHE

They can express their views confidently and listen to and show respect for the views of others.
They know what a friend is and does and how to cope with some friendship problems
They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).

PE

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.
I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.
Swim competently, confidently and proficiently over a distance of at least 25m.
Use a range of strokes effectively.
Perform safe self rescue in different water based situations.